



## NORTH STATE TOGETHER - CHRONIC ABSENTEEISM

### BACKGROUND

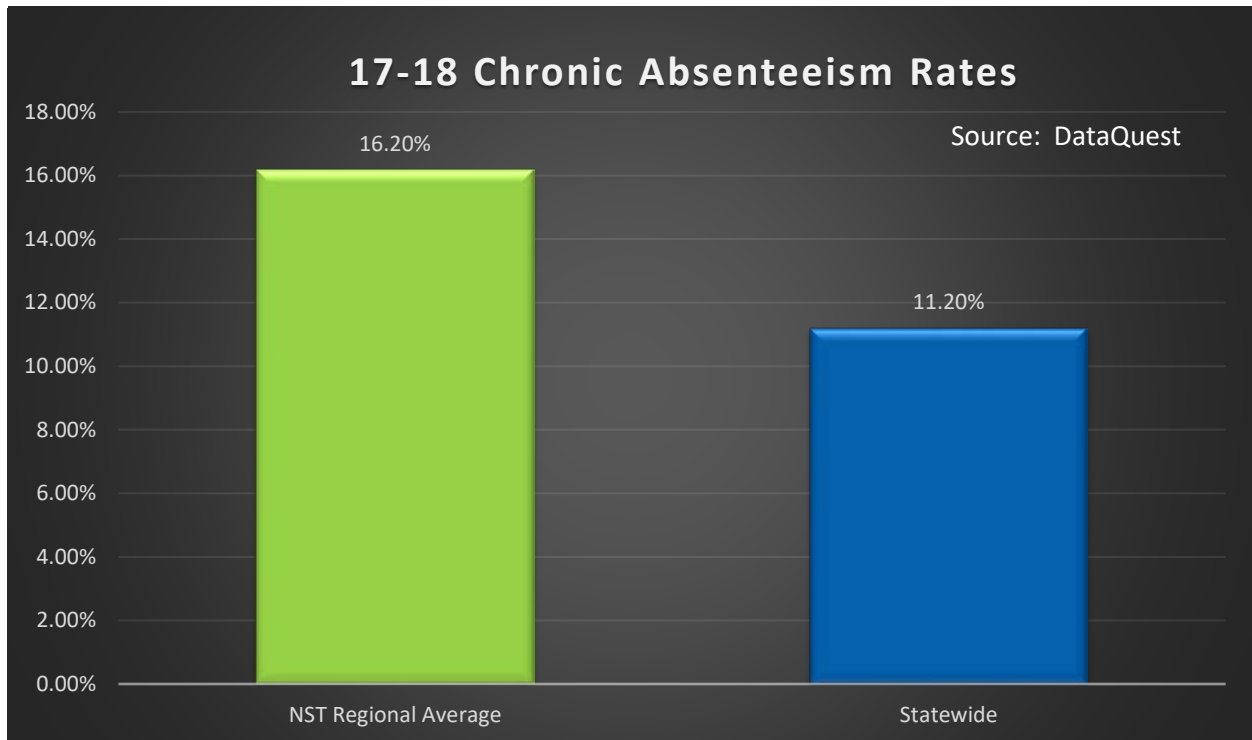
North State Together recognizes the need for accessible regional data in order for our county collaboratives to make data informed decisions. [North State Together](#) provides the backbone support for collective impact networks in Modoc, [Shasta](#), Siskiyou, [Tehama](#) and [Trinity](#) counties. This report's intent is to provide school administrators with further information on Chronic Absenteeism at the county and regional level. The report will also be used to inform North State Together collective impact teams on Chronic Absenteeism data that may affect [North State Together's Broad Success Indicators](#) including early grade reading and middle grade math. Chronic absenteeism can have adverse consequences for children. Missing school can have a snowball effect. Students with frequent absences are less likely to be able to read by the end of the 3rd grade, are more likely to drop out in high school, and show less persistence in college<sup>(9)</sup>. Chronic absence data can be used as a tool for organizing and accelerating our county collective impact efforts to improve outcomes for children in the North State.

### CALIFORNIA STATE INDICATOR

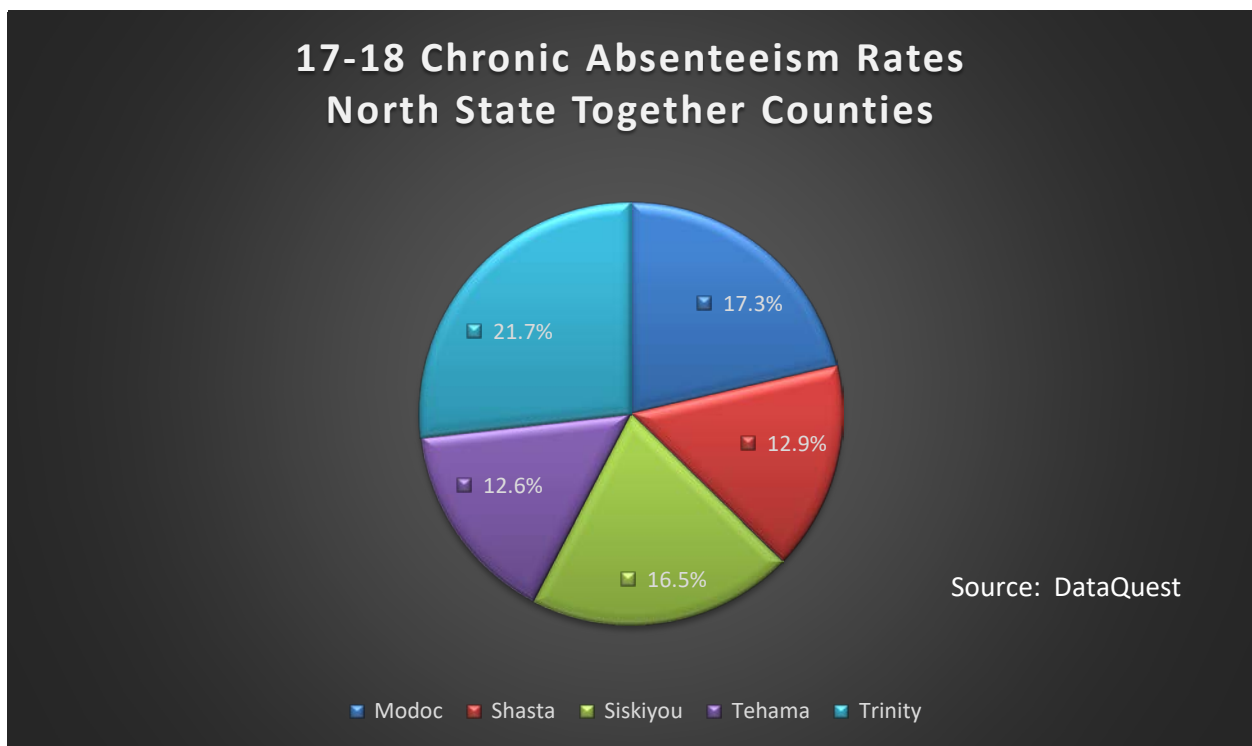
California's accountability system is based on multiple measures that assess how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported on the [California Schools Dashboard](#). There are six state indicators and five local indicators. This report will focus on the state [Chronic Absenteeism](#) indicator. The [Chronic Absenteeism](#) indicator covers only students through grade 8. A student is considered "chronically absent" if he or she is absent 10 percent or more of the instructional days they are enrolled to attend<sup>(6)</sup>. For example, most schools have 180 instructional days; if a student is absent 18 or more of those days, the student would be considered chronically absent<sup>(4)</sup>. The State began collecting chronic absenteeism data in 2016-2017. Because it takes a minimum of two years of data to become a dashboard indicator, the [Chronic Absenteeism](#) indicator was added to the [California Schools Dashboard](#) in 2018.

## NORTH STATE TOGETHER REGION

The five counties under the North State Together umbrella average higher chronic absenteeism rates than the statewide average.

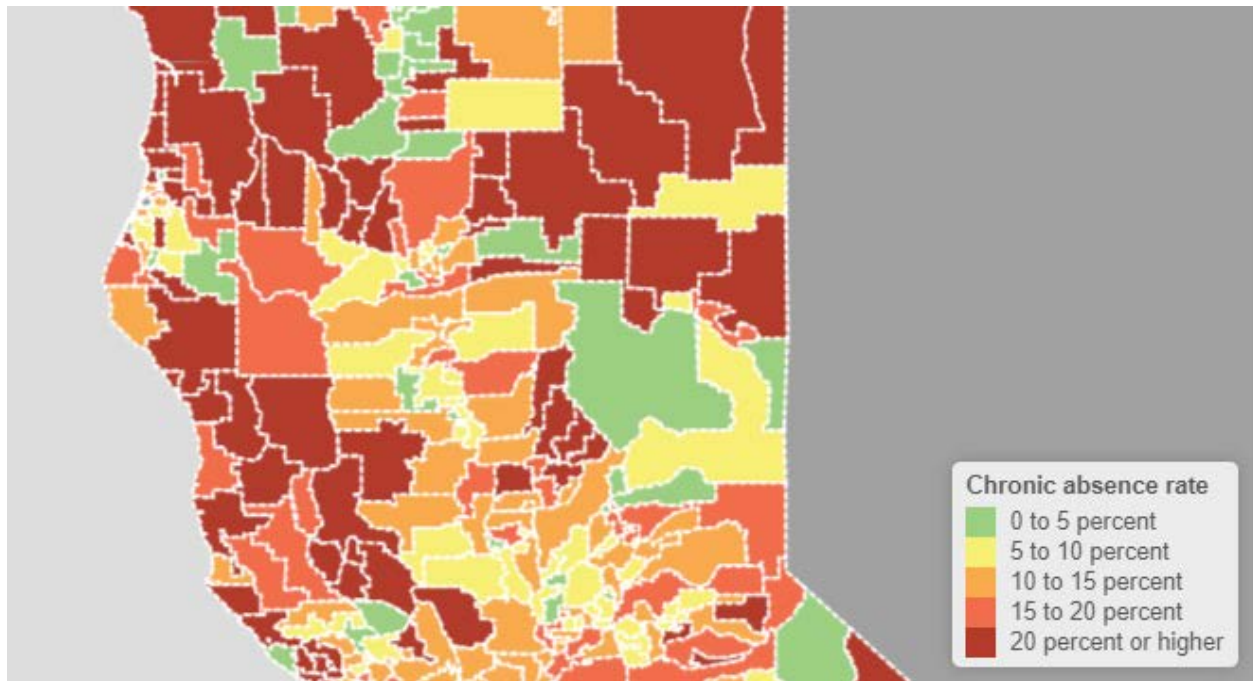


Source: DataQuest, Chronic Absenteeism, 2017-2018 School Year, K-8, All Populations<sup>(5)</sup>



Source: DataQuest, Chronic Absenteeism, 2017-2018 School Year, K-8, All Populations<sup>(5)</sup>

## RURAL PERSPECTIVE

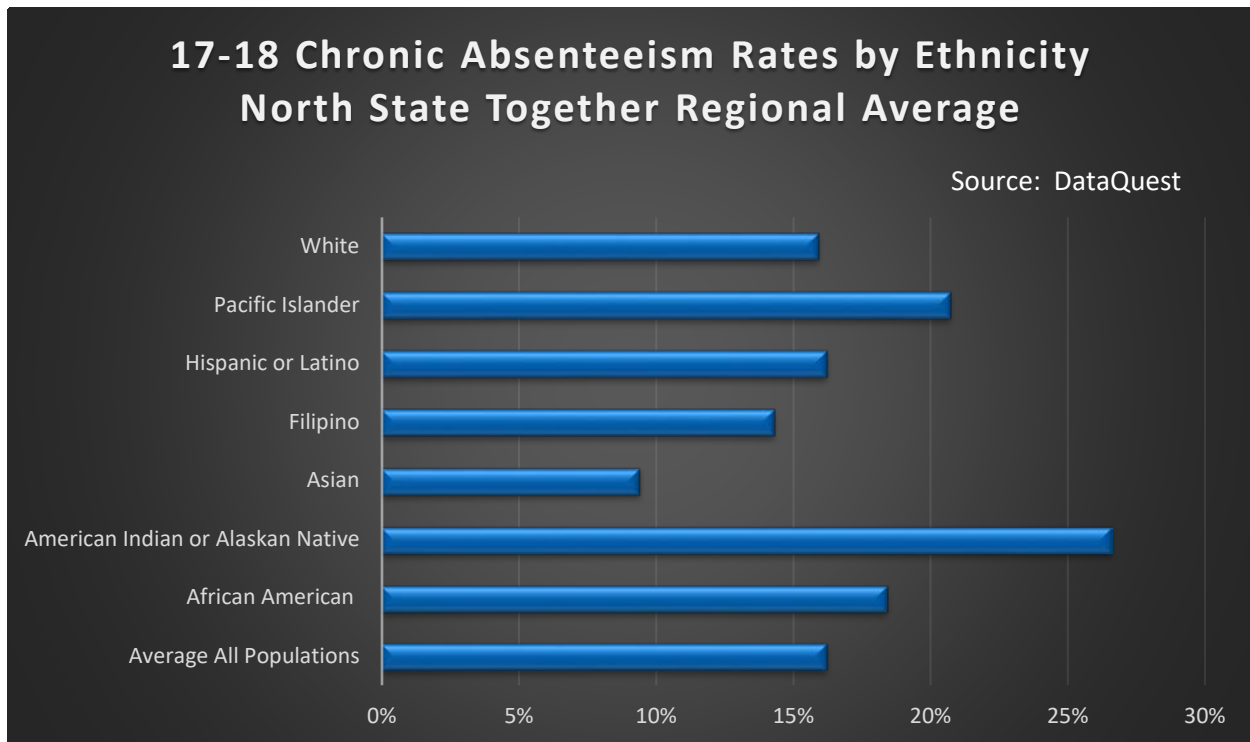


Source: *The Hamilton Project, Chronic Absence 2015-2016 School Year, Grades K-12, All Populations*<sup>(7)</sup>

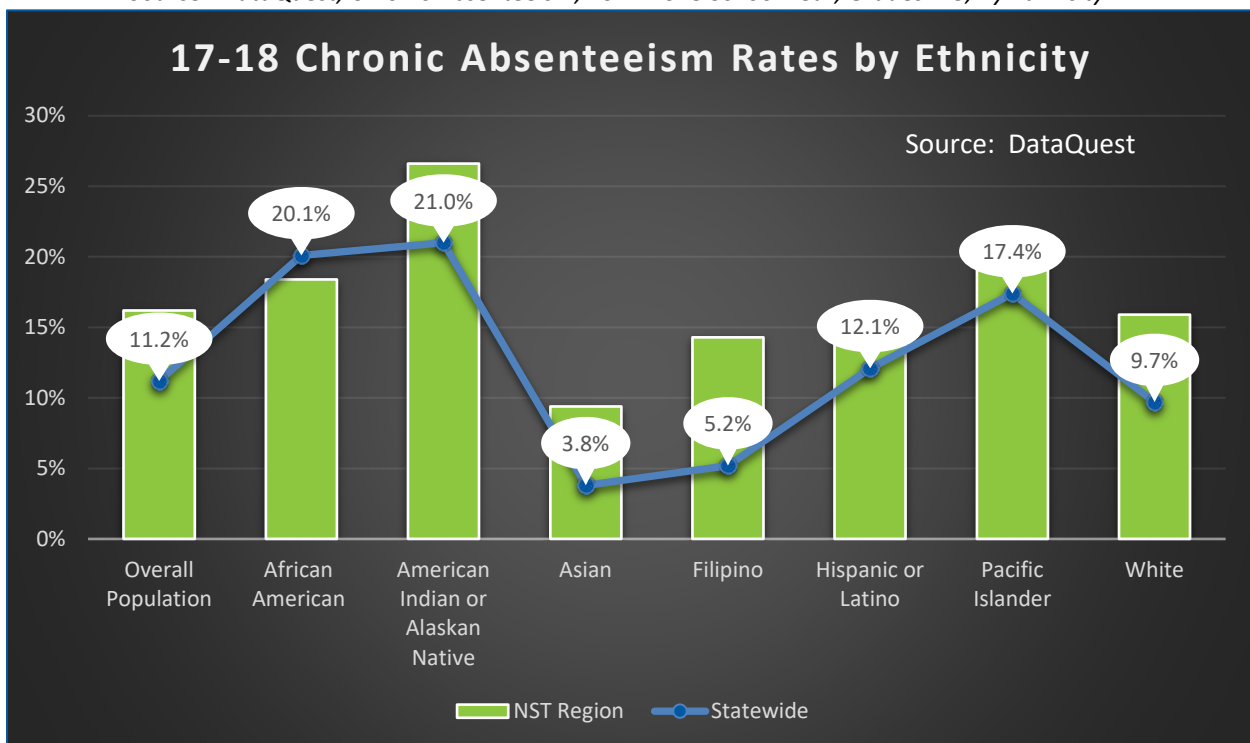
The rural communities in the North State see higher absenteeism rates than the more urban areas in our region. There are many reasons underlying the higher absenteeism rates in rural regions including the obvious fact that the geography complicates getting to school. In addition, the higher poverty levels found in rural communities contribute to higher levels of absenteeism as chronic absenteeism is most prevalent among low-income students<sup>(2)</sup>.

## RACE MATTERS

While prevalent across all student populations, chronic absenteeism disproportionately affects certain races and ethnicities.

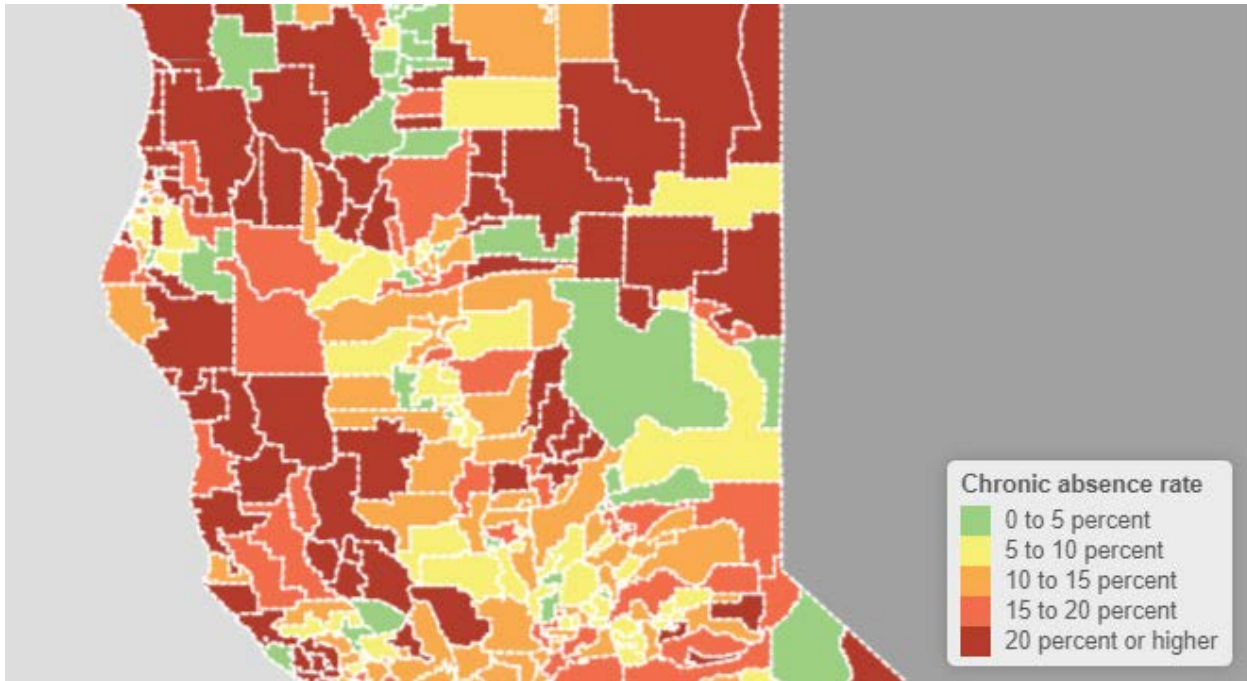


Source: DataQuest, Chronic Absenteeism, 2017-2018 School Year, Grades K-8, By Ethnicity<sup>(5)</sup>

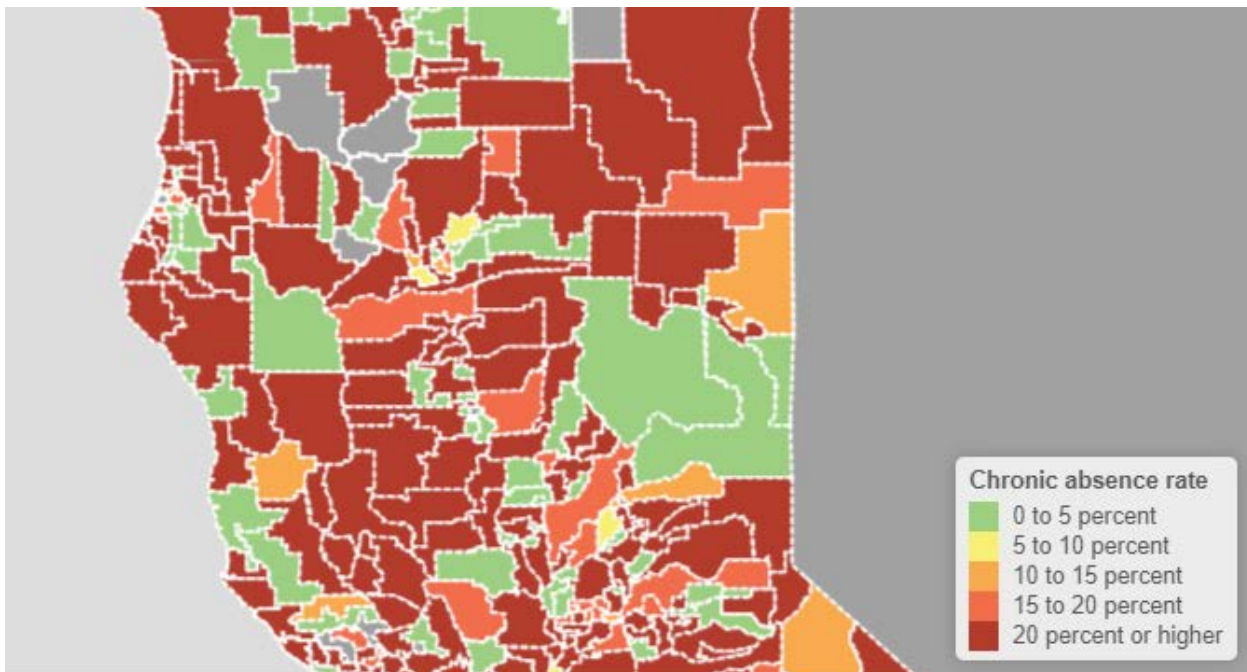


Source: DataQuest, Chronic Absenteeism, 2017-2018 School Year, Grades K-8, By Ethnicity<sup>(5)</sup>

There are wide disparities among racial and ethnic groups. For American Indian students the difference is striking. See side by side charts below showing the overall population versus American Indian students' absenteeism rates. Native students have the highest rates of chronic absenteeism nationwide<sup>(1)</sup>.



Source: *The Hamilton Project, Chronic Absence 2015-2016 School Year, Grades K-12, All Populations*<sup>(7)</sup>



Source: *The Hamilton Project, Chronic Absence 2015-2016 School Year, K-12, American Indian students*<sup>(7)</sup>

## CONCLUSION

Collective impact partnerships, such as the five county collaboratives supported by North State Together, are comprised of multiple stakeholders. These partnerships have the opportunity to play a critical role in tackling the chronic absenteeism challenge. The collective impact model engages a wide range of stakeholders including educators, community members, families and students that can support the shared work of reducing chronic absenteeism and improving outcomes. For actionable tips for various stakeholders including community agencies and partners, students and families, as well as school administrators, please view Pages 23-26 in the [2018 Data Matters – Using Chronic Absence to Accelerate Action for Student Success](#)<sup>(1)</sup>. By collectively increasing our region’s performance on the [Chronic Absenteeism](#) indicator, we will better prepare our children to successfully reach early learning milestones, increase high school graduation rates, and increase their overall quality of life – the very foundation of North State Together’s cradle to career mission<sup>(8)</sup>.



## REFERENCES

- <sup>1</sup> Bauer, L., & Byrns, V., & Chang, H. (2018, September; updated 2018, December). *Data Matters: Using Chronic Absence to Accelerate Action for Student Success*. Attendance Works. Retrieved from [https://www.attendanceworks.org/wp-content/uploads/2019/01/Attendance-Works-Data-Matters\\_010919.pdf](https://www.attendanceworks.org/wp-content/uploads/2019/01/Attendance-Works-Data-Matters_010919.pdf).
- <sup>2</sup> Balfanz, R., & Byrnes, V. (2012). *Chronic Absenteeism: Summarizing What We Know From Nationally Available Data*. Baltimore: Johns Hopkins University Center for Social Organization of Schools. Retrieved from [https://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport\\_May16.pdf](https://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf).
- <sup>3</sup> California Department of Education. *California School Dashboard*. Retrieved from <https://www.caschooldashboard.org/>.
- <sup>4</sup> California Department of Education. Chronic Absenteeism Calculation – Methodology for Measuring Performance. Retrieved from <https://www.cde.ca.gov/ta/ac/cm/chronabsscal.asp>.
- <sup>5</sup> California Department of Education. *DataQuest, 17-18 Chronic Absenteeism data*. Retrieved <https://dq.cde.ca.gov/dataquest/>.
- <sup>6</sup> California Education Code (EC) Section 60901(c)(1). Retrieved from <https://codes.findlaw.com/ca/education-code/edc-sect-60901.html>.
- <sup>7</sup> The Hamilton Project. *Chronic Absence Across the United States, 2015-16 School Year*. Retrieved from [http://www.hamiltonproject.org/charts/chronic\\_absence\\_across\\_the\\_united\\_states](http://www.hamiltonproject.org/charts/chronic_absence_across_the_united_states).
- <sup>8</sup> United States Department of Education. *Why Chronic Absenteeism Matters: What the Research Says*. Retrieved from <https://www2.ed.gov/datastory/chronicabsenteeism.html#intro>.
- <sup>9</sup> Washburn, D. (2018, September 6). *Chronic absenteeism pervasive in California and nationwide, report shows*. EdSource. Retrieved from <https://edsources.org/2018/chronic-absenteeism-pervasive-in-california-and-nationwide-report-shows/601980>.